



Common Core State Standards in Vermont

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INFORMATIONAL Session



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By the end of the session, participants will

- ✓ understand the rationale for and development process of the Common Core (CC) State Standards.
- ✓ learn the benefits of adopting the CC.
- ✓ understand the CC Transition Timeline in VT and its initial implications, including the role of the VPDN leaders.
- ✓ consider strategies for moving awareness and understanding of the CC into schools and classrooms.

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Why were the (CC) State Standards created?

- ✓ To correct inconsistencies between and among states in the quality and rigor of their standards & assessments
- ✓ To have research-based standards that prepare all students to be college and career ready
- ✓ To enable students from the U.S. to compete with their peers globally
- ✓ To align standards with 21st century skills

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Who developed the CC State Standards?

- ✓ The CC State Standards Initiative has been led by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO), working with Achieve, ACT and the College Board, among others.
- ✓ State departments of education specialists, including those in Vermont, were involved in an extensive feedback and review process.
- ✓ The CC State Standards in English Language Arts and Mathematics were released to the public on June 2, 2010.

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The Common Core in Vermont

- ✓ Vermont State Board of Education adopted the CC State Standards on August 17, 2010.
- ✓ Vermont is a governing state in the SMARTER Balanced Assessment Consortium (SBAC) which will develop the assessment based on the CC. SBAC was awarded \$160 million for the assessment development.

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How will Vermont educators transition from GEs to the CC?

Based on your experience, which statement best reflects what most of the educators in your district, region, or state would say about the Common Core?

1 ---- 2 ---- 3 ---- 4 ---- 5

Please record with a dot on the graph



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Based on your experience, which statement best reflects what most of the educators in your district or region would say about the CC?

- 1 = "I've never heard or read any reference to Common Core; isn't that happening in some other states?"
- 2 = "I've heard that these are national standards, but I really don't know anything about them and how they will affect my teaching...my classroom...my school."
- 3 = "I think Vermont will be using these someday soon; I know that there are career and college- readiness standards and that these are in math and ELA."
- 4 = "I know Vermont has adopted the Common Core in math and ELA; I've looked at them online and I know there are some similarities and some differences between them and GEs."
- 5 = "I've studied them and looked at how they are the same or different than GEs. We will be developing an assessment of these that will replace NECAP but not until 2014. I've asked myself how they will affect curriculum and instruction."

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WHAT WE KNOW about Vermont's Current State of Standards & Assessments?

- ✓ Our state-assessed Grade Expectations already set a high bar for rigor.
- ✓ Vermont students score well on the National Assessment of Educational Progress (NAEP).
- ✓ Vermont currently has no College and Career Ready Standards (CCR); however, our end-of-grade 10 Expectations position us well in relation to the College and Career-Readiness Standards.

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What we know about the *Instructional Emphasis** of the Common Core



*Instructional emphasis is not the same as alignment information; alignment information will be made available sometime after –

1. The NECAP states meet to process the alignments done by the Center for Assessment and
2. SBAC provides assessment framework.

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What does it mean to be College and Career Ready?

Read the CCR for ELA and Math:

- How do these goals align with the expectations/outcomes you have for students being college and career ready?
- What do you find that is familiar?
- What do you find that is new?



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Common Core ELA Emphasis

- ✓ **College and Career Readiness Standards**
embedded throughout ELA
- ✓ **READING:**
 - Balance of literary and informational text
 - Increasing text complexity through the grades
 - Expectation for independent reading of complex texts

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Common Core ELA Emphasis (cont'd.)

✓ **WRITING:**

- Informative/explanatory texts
 - Opinions/arguments to support claims
 - Narratives
-
- Research to Build and Present Knowledge
 - Production and Distribution of Writing

✓ **LITERACY in History/Social Studies, Science and Other Technical Subjects (6-12)**

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Background to CC Math Standards

- ✓ Steeped in research of the standards of high achieving states and countries
- ✓ CC Math Writers' intent:
 - Focus and Coherence: Focal points at each grade level and coherent progressions.
 - Balance: conceptual understanding and procedural fluency
 - Mathematical Practices: reasoning and sense-making
 - College and Career Readiness: ambitious but achievable

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Key Points of CC Math Standards

- ✓ Two sets of standards in the Common Core
 - ✓ *Standards for Mathematical Practice*
 - Spans across all grade levels
 - Learning habits that support success in studying mathematics.
 - ✓ *Standards for Mathematical Content*
 - Skills and Concepts that students are expected to master at each grade level.
 - K – 8: Intentional mathematical progressions of concepts spanning grade levels
 - High school are organized by conceptual themes with an emphasis on modeling.

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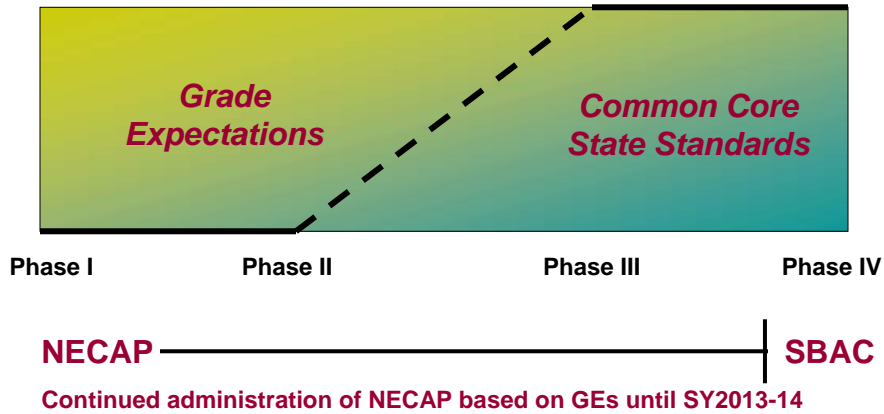
Common Core Math Emphasis

- ✓ **K – 5** → How numbers & mathematical operations work
- ✓ **6 – 8** → Expanded idea of number to include more subsets; aggressive progression towards algebra skills
- ✓ **9 – 12** → College and career-readiness (two years beyond Algebra I)

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Transition Timeline for Instructional Emphasis



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Summer 2010 to Summer 2011	2011-2012 School Year	2012-2013 School Year	2013-2014 School Year	2014-2015 School Year
Phase 1 Communicate, Align & Plan <ul style="list-style-type: none"> • Increase awareness of the CC state-wide • Develop assessment framework & achievement descriptors • Maintain classroom curriculum & assessment practices aligned to GE/NECAP • School accountability based on NECAP 	Phase 2 Develop Resources & Process for Transition <ul style="list-style-type: none"> • Curriculum development & alignment to CC. • SBAC provided pd & tools for classroom assessment. • Maintain classroom curriculum & assessment practices aligned to GE/NECAP • School accountability based on NECAP 	Phase 3 Classroom Transition to Common Core <ul style="list-style-type: none"> • Aligned curriculum implemented • Aligned classroom assessment • School accountability based on NECAP 	Phase 4 Full Implementation <ul style="list-style-type: none"> • Schools will have curriculum, instruction & assessment aligned to CC • SBAC will be fully operational • School accountability will be based on CC/SBAC 	

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Transition Timeline - Key Ideas

- ✓ NECAP is the instrument by which student performance will be measured until at least fall 2013 (end of Phase II). NECAP will continue to be aligned with GEs, not CC.
- ✓ Alignment of existing curriculum to the CC should wait until SBAC provides an assessment framework and achievement descriptors.
- ✓ As the timeline progresses, schools/districts will need to make strategic decisions about balancing instruction between CC and GEs.
- ✓ Curriculum, instruction, and assessment aligned to CC should be fully implemented in SY2013-14.
- ✓ SBAC will contribute tools and resources for classroom curriculum, instruction, and assessment.

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What We Don't Know (at least not yet)

Parking lot questions (for example):

- What will happen to the *Vermont Framework of Standards*?
- How will the new assessment be used for school accountability and evaluation of teacher/principal effectiveness?
- Are we going to have CC Standards in science? social studies?
- What about the 15% of standards we could add?
- How will the CC accommodate English Language learners or students with disabilities?
- How will the CC (especially CCR) contribute to determinations of competency-based graduation?
- How will ESEA reauthorization define growth? multiple measures?
- And more ...

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In the meantime,

a focus on effective school systems and instructional practices will support the transition.

Vermont's own research shows us that educators in effective schools ...

- ... believe that all students can succeed.
- ... take responsibility for students' achievement.
- ... are guided by strong leadership.
- ... use data in an ongoing way to provide feedback to staff and to monitor students.
- ... establish a professional teaching culture.
- ... have a highly functioning support system to address students' needs.
- ... create a supportive climate that values all students and adults.
- ... build constructive relationships with families.

--adapted from *Roots of Success: Effective Practices in Schools*.
Vermont Department of Education, 2009.

Multiple stakeholders have a shared responsibility to support educators in the implementation of the CC; e.g.,

- ❑ pre-service
- ❑ licensure
- ❑ induction & mentoring
- ❑ recertification
- ❑ on-going professional development & support
- ❑ working conditions
- ❑ evaluation of teaching effectiveness . . .

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VT's Common Core Implementation Plan GOAL

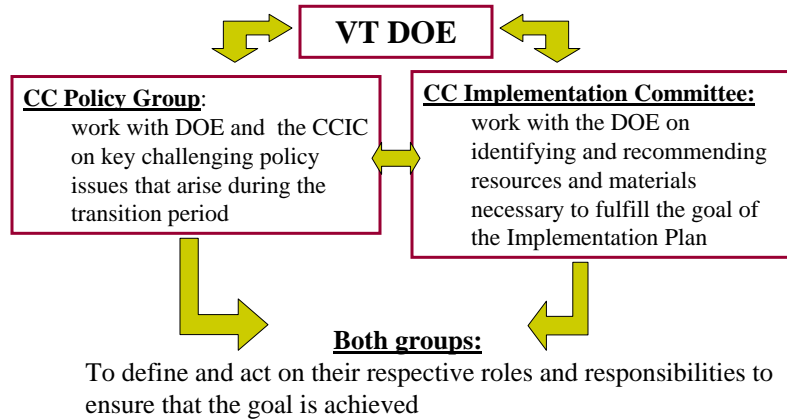
Each Vermont educator will have an equitable opportunity over time to develop an understanding, appropriate to his or her educational responsibilities, of the *Common Core State Standards* (CC) and their application to curriculum, instruction and assessment.



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VT's Implementation Plan SY2010-11



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CC Implementation Committee



DOE Content Coordinators



VT Professional Development Network (VPDN) LEADERS

work with DOE to develop and facilitate a deeper knowledge of the CC over time. The leaders themselves, as well as the materials they help to develop in mathematics and ELA, become district and regional resources.

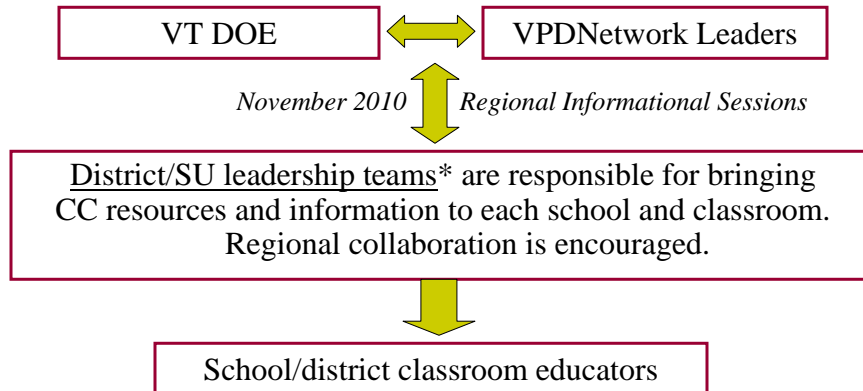
Per region representation across grade levels and content:

ELA (4 VPDN leaders)
math (4 VPDN leaders)
science (3 VPDN leaders)
social studies (1 VPDN leader)

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District/SU Leadership Teams



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*District/SU Leadership Teams

- ✓ District /SU leadership team might include
 - the superintendent,
 - curriculum coordinator,
 - special education directors,
 - principals, and
 - a teacher representatives in math, ELA and other teacher leaders.
- ✓ DOE will invite CTE directors, ESA, and Higher Ed to foster regional collaboration.

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November Informational Meetings

- ✓ Regional CC Informational/Collaboration Meetings
 - ❑ **Monday, Nov. 1st** (Frederick Tuttle Middle School, South Burlington)
 - ❑ **Tuesday, Nov. 2nd** (Green Mountain Union HS – Chester)
 - ❑ **Monday, Nov. 8th** (Vermont Technical Center –Randolph)
 - ❑ **Tuesday, Nov. 9th** (Lyndon State College)
 - ❑ **Wednesday, Nov. 10th** (Castleton State College)
- ❑ *DOE will host an additional statewide information session using LNV.*

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Presentation -- September 2010

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November Informational Meetings

- ✓ Agenda:
 - All district teams: PowerPoint CC background information (whole group)
 - Opportunity for regional collaboration
- ✓ DOE will gather data and assess needs on next steps for districts/regions.

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November Informational Meetings

- ✓ Follow-up by electronic survey:
 - ❑ Feedback on materials and process
 - ❑ Collect data on numbers of schools and educators participating in a local CC Awareness session
- ✓ Follow-up with VPDN leaders:
 - ❑ Development of additional materials and resources

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Further Questions for Discussion

- ❑ What else can we do to ensure that the initial awareness of the Common Core will reach all educators?
- ❑ **Planning ahead:** What models for implementation might work for SY2011-2012?

Thank you!

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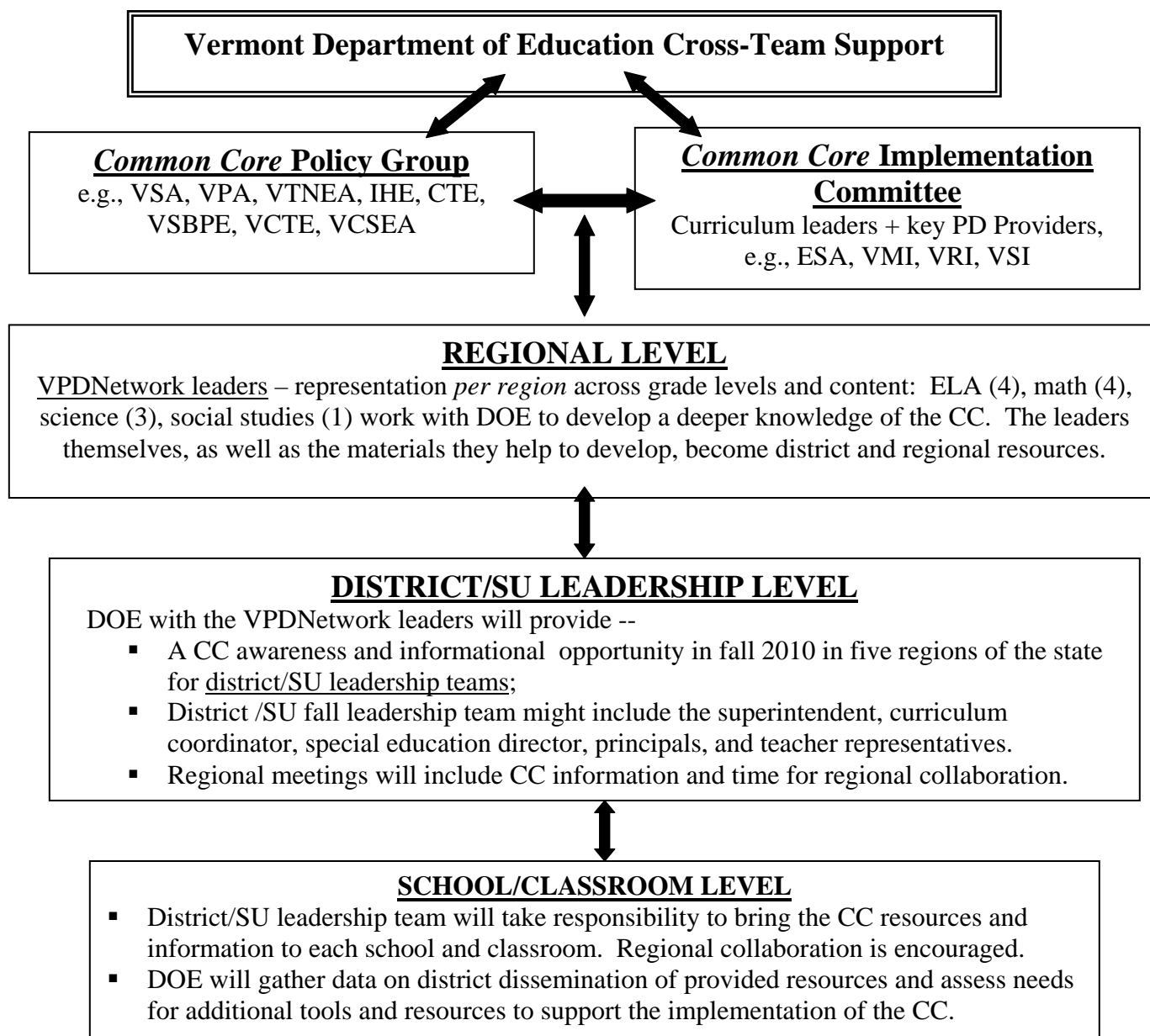
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VT-DOE Plan for Statewide Implementation of the *Common Core State Standards* (SY 2010-2011)

GOAL: Each Vermont educator will have an equitable opportunity over time to develop an understanding, appropriate to his or her educational responsibilities, of the *Common Core State Standards* (CC) and their application to curriculum, instruction and assessment.

MODEL: DOE will provide resources and processes that include --

- Statewide network of teacher leaders (VPDNetworks);
- *Common Core* Policy Group to consider and recommend policy for all levels of the system to address access, equity, quality, communication and accountability;
- *Common Core* Implementation Committee to recommend implementation strategies.



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